



The Impact of Media

Lesson Organizer

Lesson Synopsis	Students explore the impact of media by comparing and contrasting text with media examples and by examining techniques used to convey a message. Students create their own multimedia presentation to convey a viewpoint on a campus, community or state issue.	
Performance Indicators	<ul style="list-style-type: none"> After reading a variety of expository texts on a campus, community, or state issue, produce a multimedia presentation of choice (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) to convey a point of view on the issue. Include and cite textual evidence to support ideas, inferences, and conclusions. Present your project to the class. (E1.8A; E1.9A, E1.9B, E1.9C; E1.15D; E1.21B, E1.21C; E1.22B; E1.25A) ELPS 1B, 1E, 1G; 3C, 3E, 3G, 3H, 3I, 3J; 4G, 4I, 4J; 5G In a personal blog, write your reflections and analysis of the credibility of two distinct media-generated accounts of a local or state event. (E1.12A, E1.12B, E1.12C, E1.12D) ELPS 1C, 1E, 1F; 4J, 4K; 5E, 5F, 5G Write multiple reflections including personal and world connections, thoughts, and responses to expository and persuasive texts. (E1.FIG19A, E1.FIG19B; E1.10A, E1.10B; E1.9C; E1.15Ci, E1.15Cii, E1.15Ciii) ELPS 1E; 4D, 4F, 4G, 4I, 4J, 4K; 5F, 5G Write multiple notebook entries that demonstrate knowledge of new words, their meanings, and origins. (E1.1A, E1.1B) ELPS 1A, 1C, 1E, 1F, 1H; 4A; 5B, 5F, 5G 	
Key Understandings	<ul style="list-style-type: none"> New and different perspectives can be communicated through media. Credibility of sources affects the reliability of information. Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. 	
TEKS	E1.1	Students understand new vocabulary and use it when reading and writing. Students are expected to:
	E1.1A	Determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes. Supporting Standard
	E1.Fig19	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth and increasingly more complex texts as they become self-directed, critical readers. Students are expected to:
	E1.Fig19A	Reflect on understanding to monitor comprehension (e.g., asking questions, summarizing, and synthesizing, making connections, creating sensory images).
	E1.Fig19B	Make complex inferences about text and use textual evidence to support understanding. Readiness Standard (Fiction, Expository) Supporting Standard (Literary Nonfiction, Poetry, Drama, Persuasive)
	E1.8	Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
	E1.8A	Explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose. Readiness Standard
	E1.9	Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
	E1.9A	Summarize text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion. Readiness Standard
	E1.9B	Differentiate between opinions that are substantiated and unsubstantiated in the text. Supporting Standard
	E1.9C	Make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns. Readiness Standard
	E1.10	Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:
	E1.10A	Analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience. Supporting Standard

	E1.12	<i>Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</i>
	E1.12A	Compare and contrast how events are presented and information is communicated by visual images (e.g., graphic art, illustrations, news photographs) versus non-visual texts. Supporting Standard
	E1.12B	Analyze how messages in media are conveyed through visual and sound techniques (e.g., editing, reaction shots, sequencing, background music).
	E1.12C	Compare and contrast coverage of the same event in various media (e.g., newspapers, television, documentaries, blogs, Internet).
	E1.12D	Evaluate changes in formality and tone within the same medium for specific audiences and purposes. Supporting Standard
	E1.15	<i>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>
	E1.15D	Produce a multimedia presentation (e.g., documentary, class newspaper, docudrama, infomercial, visual or textual parodies, theatrical production) with graphics, images, and sound that conveys a distinctive point of view and appeals to a specific audience.
	E1.21	<i>Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</i>
	E1.21B	Organize information gathered from multiple sources to create a variety of graphics and forms (e.g., notes, learning logs).
	E1.21C	Paraphrase, summarize, quote, and accurately cite all researched information according to a standard format (e.g., author, title, page number).
	E1.22	<i>Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</i>
	E1.22B	Evaluate the relevance of information to the topic and determine the reliability, validity, and accuracy of sources (including Internet sources) by examining their authority and objectivity.
	E1.25	<i>Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to:</i>
	E1.25A	Give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.
Ongoing TEKS	E1.1	<i>Students understand new vocabulary and use it when reading and writing. Students are expected to:</i>
	E1.1E	Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine or confirm the meanings of words and phrases, including their connotations and denotations, and their etymology. Readiness Standard
	E1.15	<i>Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</i>
	E1.15C	Write an interpretative response to an expository or a literary text (e.g., essay or review) that:
	E1.15Ci	extends beyond a summary and literal analysis
	E1.15Cii	addresses the writing skills for an analytical essay and provides evidence from the text using embedded quotations
Materials	<ul style="list-style-type: none"> • Vocabulary Notebook (1 per student) • Reader's Notebook (1 per student) • Writer's Notebook (1 per student) • Teacher Reader's Notebook (1) • Dictionary (class set) • Note card (1 per student) • Chart paper (if applicable) • Computer access • Numbered slips of paper 	

	<ul style="list-style-type: none"> • Short persuasive text (class set) • Visual image of same event or topic • Text of current news event (1 per student) • Two videos of current event that is the same topic as text (one intended for different audience) • Three examples of media from either a web site, newspaper article, magazine article, radio broadcast, televised news report, etc. of the same local or state event (1 of each per student) • Examples of blogs • MLA Handbook (optional) • Independent reading text (1 per student)
Attachments	<ul style="list-style-type: none"> • Handout: IR Book Page (1 per student) • Handout: Internet Credibility (1 per student) • Handout: Peer Response (1 per student) • Teacher Resource: English I Unit 04 Writing Appetizer (1) • Teacher Resource: English I Unit 04 Reading Appetizer (1)
Resources and References	None identified.
Possible/Optional Literature Selections	District-adopted resources.